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ABSTRACT

This guide, one of three units in the Colorado state plan for guidance program development, is written for educators as both a guideline and a needs assessment instrument to assist in the identification of deficit areas in school guidance programs. In a beginning section, this unit for the elementary years provides a brief philosophy of elementary guidance and definitions of commonly used terms (e.g., guidance, counseling, career education). The three areas covered by the state plan are presented and include: (1) program components (counseling, consulting, coordinating, and budget, staff, facilities, and professional growth); (2) student outcomes in ten areas (e.g., self-esteem, communication skills, career awareness, role responsibility, problem-solving); and (3) use of resources (business, industry, community). The format of the guide is a series of charts which present either goals and objectives, and sections for recording current activities and the strengths and weaknesses of the current program (Program Components section); or suggested activities/topics and space for marking current practice at each grade level (Student Outcomes section). The Use of Resources section lists suggestions for a resource file and provides program planning sheets. The appendices contain the statement of purpose and membership list of the Colorado Advisory Council for Guidance, Counseling and Placement, and an outline of occupational clusters. (BL)

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UNIFIED STATE PLAN

FOR GUIDANCE, COUNSELING, AND PLACEMENT IN COLORADO GRADES K-6

CG017035

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UNIFIED
STATE PLAN
FOR
GUIDANCE, COUNSELING, & PLACEMENT
IN
COLORADO
GRADES K-6

Jerry Terrill
Betty Hinkle
William C. Dean
Calvin M. Frazier

A joint project of the
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and the
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1980-1982 EDUCATIONAL PRIORITIES

OF THE

COLORADO STATE BOARD OF EDUCATION

ACCOUNTABILITY AND ACCREDITATION

Assist local school districts with the implementation of accountability and accreditation programs, emphasizing educational excellence and high standards for all students.

EQUAL EDUCATIONAL OPPORTUNITY

Assist and support unique efforts of each school district to provide an equal and relevant educational opportunity for all students including the skills which lead to self-esteem and self-realization. Furthermore, to encourage districts to develop student policies and programs which emphasize respect for one's self and others.

EFFICIENCY AND EFFECTIVENESS

Assist school districts in their efforts to operate efficiently and effectively and, in particular, to find solutions to the problems presented by inflationary increases, rising fuel costs, declining enrollments, and increasing paperwork and data demands.

EDUCATIONAL LEADERSHIP

Support interagency agreements, legislation, and policies beneficial to K-12 education in Colorado. To be aware of developments in the new U.S. Department of Education to ensure respect for state and local control with accountability. To provide opportunities for all citizens to address educational problems and contribute to their solutions.

TEACHER EDUCATION

Assist the 15 teacher education programs in their responsibility of providing high quality personnel for Colorado schools and encourage responsible teacher education programs leading to the professional growth of the teaching profession.

PARENT INVOLVEMENT

Assist school districts in increasing the involvement of parents by apprising them of their rights and responsibilities and ways in which they can support the education of their own children.

STATE LIBRARY DEVELOPMENT

Develop specific regional and statewide plans for implementation of recommendations coming from the recent Governor's Conference and White House Meeting on Libraries.

SCHOOL FOR THE DEAF AND THE BLIND

Follow through on the studies begun in 1980 to set the role and mission of the School for the Deaf and the Blind for the next five years. Continued emphasis should be given to programs for parents of deaf and/or blind children in Colorado.

I

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II

USE OF THE UNIFIED STATE PLAN

This Plan has been developed as both a guideline to give direction to guidance program development and as a needs assessment instrument to assist in the identification of those areas that need to be strengthened in local programs. While all areas included in the Plan may be legitimately considered to belong in the school counselor's work role, it does not necessarily follow that the counselor would be responsible for the direct delivery of all services. School counselors should, however, ensure that these services are available to the students in their schools. This role may sometimes call for direct service delivery, but at other times the counselor will serve as a coordinator/resource person to others involved in the direct delivery of services.

This Plan is not intended as an evaluation instrument of either counselors or guidance programs. Using the Plan as a needs of assessment instrument should be helpful to local educators in setting goals and developing programs. Because of the wide range of school populations and guidance staffs in schools of the State, each school or district will need to decide what is feasible for them to establish for program goals.

The Plan is built around three areas:

(1) Program Components

(2) Student Outcomes

(3) Use of Resources

It is hoped that the Plan will provide direction for guidance and counseling program development and improvement. While widespread use of the Plan will result in more commonality in programs across the State, it is recognized that local needs and situations must always be considered and modifications made as necessary.

III

PHILOSOPHY

Guidance and counseling programs are essential, not supplementary, to teaching.

Elementary counseling assists children in learning more about themselves and their total environment as it relates to their individual needs whether personal or social.

Elementary counseling is developmental in nature and focuses on helping children know, understand, and accept themselves and to become responsible for their choices and actions.

Elementary counseling assists children in developing their identity so that they can make effective decisions that will bring satisfaction now and will eventually lead to a personally productive adulthood.

Elementary counseling promotes and supports the development of a positive school climate.

GOAL STATEMENT:

The goal of the Elementary School Counseling Program is to assist parents, teachers, pupil services specialists and the community in helping children develop their potential resources for personal/social fulfillment.

ROLE STATEMENT:

The elementary counselor helps to develop individual and group programs through counseling, consulting, and coordinating with children, teachers, parents, administrators, business/industry, and community agencies in order to facilitate the development of the child.

Certified guidance and counseling personnel will be responsible for coordinating the counseling program.

IV

DEFINITIONS

Guidance Services: Guidance Services focus on the development in all individuals of the skills and attitudes for responsible self-management and rational self-direction of their lives,--the development of personal competency and personal adequacy. Guidance Services is the umbrella, or the over-all term, which includes all of those services which may be guidance or counseling in nature. Counseling is only one of the guidance services. Other such services may be orientation, testing, placement, occupational information, educational advising, follow-up, career planning, and others as identified by local counseling staffs in response to identified local needs.

Guidance: Guidance is both process and program. The guidance process helps individuals unify all of their learning activities and experiences. Guidance programs are devoted to (1) learning about individuals and their needs and the effects of educational experiences on them, and (2) facilitating improvements and changes in the learning program and environment to better meet individual needs efficiently and humanely.

Guidance is also a program consisting of activities and services that aid the individual in choices, decisions, and problem solving as these relate to personal values and life objectives. The program is aimed at helping the person achieve self-identity and personal adequacy.

Counseling: "Counseling" is often incorrectly used synonymously and interchangeably with "guidance." It provides a direct, personal way of helping the individual in a one-to-one or small group basis. Counseling operates on a more intense level than guidance and focuses on the specific needs of an individual. The counseling process utilizes various counseling techniques and tools which assist the client in sorting through alternatives, making decisions, and solving problems.

Counselor: The counselor is the person on the staff who has special training for assessing the specific needs of each student and for coordinating an appropriate guidance program in the educational team, the responsibility for leadership of the guidance program is one of the primary functions of the couselor. The counselor has been trained in various helping skills and is prepared to work closely with individuals in assisting them with normal developmental concerns, decisions, sorting through options, problem solving, and planning, as well as coping with crisis.

Career Education: Career Education is a K-Adult concept that integrates career-related activities into regular classroom work and makes studies relate to student growth toward worthwhile careers and lifestyles--a partnership between schools and the community. It teaches students about the demands of various careers and the lifestyles that may be associated with them. Career education provides for students in elementary schools an awareness of their own abilities and interests and of people and careers in their communities; for junior high school and middle school students an opportunity to explore various careers on a first-hand basis; for high school students a preparation for careers or for further studies leading to a career; awareness, exploration, and preparation for persons from kindergarten through adulthood. Above all, career education provides students with an understanding of the relationship between school and everyday living skills.

Career Guidance: Career guidance is an organized program to assist an individual assimilate and integrate knowledge, experience, and appreciation related to: (1) self-understanding; (2) understanding of the work, society, and those factors that effect its constant change, including worker attitude and discipline; (3) awareness of the part leisure may play in a person's life; (4) understanding of the necessity for the multitude of factors to be considered in career planning; and (5) understanding the information and skills necessary to achieve self-fulfillment in work and leisure.

V

PROGRAM COMPONENTS

This section addresses the following program components: counseling, coordinating, consulting and budget, staff, facilities, and professional growth. The format is designed to give guidelines through goals and objectives and to provide for needs assessment. The column headed "Presently Doing" should be checked if that component subsection, goal, and objective are being performed in your school setting. Space is also provided for a brief notation regarding identified strengths and weaknesses.

Needs identified through this process can then be listed on the Planning Sheet and programs and activities can be developed to meet the desired goal.

PROGRAM COMPONENTS

I Counseling

A. Individual Development
B. Interpersonal Relationship Skills
C. Productive Orientation - Transition - Change

II Consulting

A. With Students
B. With Parents
C. With Teachers and School Personnel
D. With Community Organizations/Agencies/Resources

III Coordinating

A. Gathering Information
B. Providing Support Services

IV Budget, Staff, Facilities and Professional Growth

A. Adequate Budget
B. Qualified Staff
C. Adequate Facilities
D. Professional Growth Experiences

Program Component: Counseling

"Growth is a life process." Counseling services should facilitate the positive development of each student's self concept. In order to serve all students, the program emphasis is developmental and preventive rather than remedial and crisis-oriented.

GOALS	OBJECTIVES	PRESENTLY DOING	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
1. Individual Development - to systematically plan to facilitate the individual process of student development through increased awareness of self, family, and community which will eventually involve educational and life/career choices	1-1 Services for individual/personal growth a. provide the opportunity for individual awareness of strengths and weaknesses through activities in: (1) problem solving (2) decision-making (3) conflict resolution (4) self-assessment (5) consultation with significant persons (6) evaluation b. identify and become aware of feelings c. provide opportunities to develop personal and life/career awareness and educational alternatives d. help students clarify personal values e. provide opportunities for increased awareness of the individual's relationships within the family unit		

Program Component: Counseling (Page 2)

GOALS	OBJECTIVES	PRESENTLY DOING	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
	1-2 Conference facilitation involving parent, teachers, principal, student etc. 1-3 Identification of children with special needs and assist with suitable programs to meet these needs 1-4 Conduct/Facilitate group sessions which focus upon an identified need or concern		
2. Interpersonal Relationship Skills-to help students develop effective interpersonal relationships	2-1 Awareness of communication skills within the school environment through: a. problem solving b. conflict resolution c. classroom activities d. appropriate behavioral choices		

Program Component: Counseling (Page 3)

GOALS	OBJECTIVES	PRESENTLY DOING	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM AND/OR OBJECTIVES
	2-2 Development of student's personal values as they relate to peers, family, educational and community settings through: a. career awareness b. identity awareness c. focusing upon societal concerns 2-3 Provide opportunites for counseling among the following: a. students b. parents c. teachers d. support personnel e. administrators f. community resources		
3. Productive Orientation - Transition - Change	3-1 Assist students in learning how to cope with changing life situations: a. between school and home b. between school and school c. in loss situations such as separation, death, divorce, friendship		
4. Consult with community organizations/agencies, resources	4-1 Provide information on child growth and development 4-2 Provide information on educational program 4-3 Gather and share information on students		

Program Component: Consulting
Consulting is frequently a first step in the process of helping people.

GOALS	OBJECTIVES	PRESENTLY DOING	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
1. Consult with students	1-1 Provide helpful information 1-2 Provide support 1-3 Act as a liaison between student and community services		
2. Consult with parents	2-1 Provide parenting education 2-2 Gather growth and developmental information about students 2-3 Act as a liaison between parents and the school regarding student concerns 2-4 Process information 2-5 Provide information regarding community family services		
3. Consult with teachers and school personel	3-1 Collect information on students 3-2 Serve as a resource person for curriculum ideas and materials 3-3 Process referrals 3-4 Interpret standardized tests, sociograms, etc.		

Program Component: Guidance
Guidance services should include developmental programs that will enhance the individual's personal competency and personal adequacy. Guidance is both a process and a program.

GOALS	OBJECTIVES	PRESENTLY DOING	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
1. Orientation a. of students new to school at beginning of year b. of students new to school throughout school year c. of students, parents and staff to counseling services	1-1 Provide a program for beginning of school year to orient groups of students to each other, faculty and staff, and facilities 1-2 Provide program to orient individual students to the above at any time during school year 1-3 Provide written information and conference time to discuss counseling and guidance services available		
2. Articulation a. between schools of same educational levels b. between schools of different educational levels	2-1 Facilitate transfer of students from one school to another 2-2 Provide written information regarding school expectations, policies, activities, curriculum		
3. Transition a. from home to school b. from school to school c. periods within families dealing with loss, such as death, divorce, separation	3-1 Provide, through individual and group conferences, activities to increase independence, self-acceptence and coping behaviors 3-2 Provide conference time with student for expression of their personal concerns; provide articulation through meetings with staff members to meet individual needs of student 3-3 Provide support and empathic listening through individual or group counseling		

Program Component: Guidance (Page 2)

GOALS	OBJECTIVES	PRESENTLY DOING	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
4. Teaching Skills and Information Needed in New Environments a. Study skills, work habits and communication skills b. develop responsible behaviors	4-1 Provide instructional units which can be used by teachers in their classrooms 4-2 Be available for classroom work with students in conjuction with teacher/student needs		
5. Developmental Needs a. developing self understanding b. developing relationships with others c. developing responsible behavior	5-1 Provide students with an ongoing profile of progress to include self direction; provide students experience in values clarification to increase self reliance and self perception 5-2 Provide group sessions for students to enhance social skills and social consciousness		
6. Career Guidance a. by providing career/life information on the awareness level b. opportunities for value identification, decision making skills, and problem solving skills c. opportunities for goal setting	6-1 Involve community resource people to enrich the various subject areas taught 6-2 Provide activities to teachers for use in the classroom, for counselors to use in small groups and individual counseling sessions, and advisors to use in an advisor program 6-3 Provide students an opportunity for activities in individual or group settings to learn the process of goal setting and to actually set short and long term goals		

Program Component: Coordinating
Coordinating includes the bringing together of teacher, school personnel, family, and community to facilitate student growth in the educational process.

GOALS	OBJECTIVES	PRESENTLY DOING	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
1. Gathering Information a. from appropriate sources b. on a continous basis	1-1 Consult with parents, teachers, special services personnel, resource people outside the school system, and records 1-2 Test, observe, and consult with the student 1-3 Periodically review and update information previously gathered		
2. Providing Support Services a. to assist in meeting the special needs of students b. to help develop a program for individual students c. to make referrals outside the school when appropriate d. to re-evaluate the student's progress	2-1 Gather information from professional personnel, parents/guardians, and students 2-2 Assist in assessing the information gathered and make appropriate recommendations to parents and teachers working with the student 2-3 Coordinate referrals between community resources and school/home 2-4 Coordinate follow-up on student outcomes		

Program Component: Coordinating (Page 2)

GOALS	OBJECTIVES	PRESENTLY DOING	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
3. Design and coordinate an individual education plan a. by collecting resources b. to promote a program relating to student's individual needs c. to provide a program that leads to individual development in terms of self-concept, feelings, values, and educational growth d. reassessment of plan	3-1 Contact people, gather select materials, and devise methods suited to the student 3-2 Help set up goals, objectives, and activities related to the student's needs 3-3 Evaluate student's progress under the proposed plan 3-4 Reassess plan		

Program Component: Budget, Staff, Facilities, and Professional Growth
Adequate funding must be available to initiate and/or continue the counseling program at the various grade levels.

GOALS	OBJECTIVES	PRESENTLY DOING	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM AND/OR OBJECTIVES
1. Adequate Budget	1-1 Build a library/resource center of materials focusing upon self-concept, affective education, responsible behavior, etc. 1-2 Provide opportunities for professional growth through workshops, literature and materials		
2. Qualified Staff	2-1 Assure counselors have attained high quality degrees and state endorsement 2-2 Focus on the team approach in working with students 2-3 Consider the following staffing patterns: a. 500:1 student counselor ratio b. 1 counselor per building to facilitate consultation teams and developmental counseling unless enrollment drops below 250 or increases beyond 600 c. staffing based on service to specialized programs (per 20 teachers)		

Program Component: Budget, Staff, Facilities, and Professional Growth (Page 2)

GOALS	OBJECTIVES	PRESENTLY DOING	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
3. Adequate Facilities	3-1 Have a room providing privacy and a secure place for records and confidential information 3-2 Assure a classroom-sized space for small and large groups 3-3 Clerical help available to counselor 3-4 Phone available for counselor 3-5 Enrollment card and office record accessible to counselor 3-6 Adequate storage space for guidance program		
4. Professional Growth Experience	4-1 Encouragement to participate in professional workshops (recommend minimum of 2 per semester) 4-2 Use skills acquired through professional growth experience to serve as a resource person to staff, parents, and community		

VI

STUDENT OUTCOMES

Schools will provide students an opportunity to:

1. develop positive self esteem.
2. learn about individual differences.
3. develop skills for communicating with others.
4. understand the interrelatedness of personal responsibility, regular school attendance, good work and study habits, and career/life planning.
5. learn conflict resolution and negotiation skills.
6. learn problem solving and decision making techniques which contribute to personal growth, continuous learning, and coping skills.
7. identify their abilities, analyze their achievements and explore their interests while developing positive attitudes and values toward career/life planning and the world of work.
8. understand the roles of various business, community, and government agencies and learn how to use their services.
9. develop an awareness of career/vocational interest areas and consider the abilities necessary for each given cluster.
10. develop career awareness coordinated with the regular curriculum while developing positive attitudes and the values toward career/life planning and the world of work.

Student Outcome	Existing activities related to this outcome						
1. Schools will provide students an opportunity to develop positive self-esteem. (Activities will be provided that assist students to: perceive themselves in positive ways and as persons of worth; be capable of accepting self and others; be sensitive to others; be capable of acting on their own best judgement; acknowledge strengths and weaknesses; have various goals.)							
Suggested activities/topics:	K	1	2	3	4	5	6
1. Conducting and/or Co-facilitating							
1.1 Classroom self-awareness activities (DUSO, The Most Important Person, Tribes, Project S.E.L.F.)							
1.2 Individual self-enhancing sessions							
1.3 Small group self-enhancing sessions (Property, Modeling, Role Playing, Peer Activites, About Me Games, Relaxation Activities, Value Activities, Interviews, Student Contracts)							
1.4 Parenting sessions/conferences (S.T.E.P., Between Parents/Child, Hide and Seek, T.A., P.E.T.)							
1.5 Staff inservice which promotes (a) the use of self-enhancing resources and strategies, (b) self-enhancing school environment							
2. Self-concept assessment (Piers-Harris, SCAMIN, Self-Esteem Inventory, Met You Inventory)							

Student Outcome	Existing activities related to this outcome						
2. Schools will provide students an opportunity to learn about individual differences.							
Suggested activities/topics:	K	1	2	3	4	5	6
1. Explore skills necessary to live in a changing society							
2. Teach skills for coping with differences in ourselves and others							
3. Stress owning one's uniqueness and interests							
4. Examine individual differences within family unit							
5. Discuss sex-role stereotyping							
6. Allow student to become aware of group interaction and pressures							
7. Develop understanding of physical self							
8. Expose students to impact of "labeling"							
9. Facilitate students' understanding of ethnic/clutural differences							
10. Facilitate involvement in student council							
11. Use of DUSO, TA for Tots, etc. in classroom							

Student Outcome	Existing activities related to this outcome						
3. Schools will provide students an opportunity to develop skills for communicating with others.							
Suggested activities/topics:	K	1	2	3	4	5	6
1. Increase awareness of and learn non-verbal communication skills a) expression of feelings, b) non-verbal group task, c) non-verbal "messages," d) body language							
2. Understand the use of and learn "I" messages							
3. Develop active listening skills, reflective listening, and acknowledgment							
4. Explore uses and differences of written and verbal communication							
5. Learn to express feelings and opinions in an assertive manner with: 1) "I" messages, b) direct vs. indirect messages, c) feeling vs. thought statements							
6. Understand the impact of positive/negative statements on others by: a) role playing, b) small groups, c) diads							
7. Develop sensitivity to the feelings of others through a) small group, b) "secret pal," c) peer counseling							
8. Explore the elements of risk taking and openness in good communication: a) self-disclosure. b) acceptance of others, c) trust							
9. Learn to give and receive feedback: a) compliments, b) negative comments							

Student Outcome	Existing activities related to this outcome						
4. Schools will provide students an opportunity to understand the interrelatedness of personal responsibility, regular school attendance, good work and study habits, and career/life planning.							
Suggested activities/topics:	K	1	2	3	4	5	6
1. Classroom and/or school examination of rights and responsibilities model							
2. Role play problem solving/decision making process							
3. Development of student contracts with parents, teachers, principal and other school staff							
4. Student of the month (good citizen, good student)							
5. Role play good study skills							
6. Filmstrips providing positive role models for being responsible people							
7. Peer modeling							
8. Field trips into the various community business settings							
9. Understand the impact of positive/negative statements on others							

Student Outcome	Existing activities related to this outcome						
5. Schools will provide students an opportunity to learn conflict resolution and negotiation skills.							
Suggested activities/topics:	K	1	2	3	4	5	6
1. Practice simulated family conflict resolution							
2. Analyze roles people play in conflict resolution							
3. Study group dynamics							
4. Role playing of conflicts and possible resolutions							
5. Peer modeling of problem solving skills							
6. Visual aids such as open-ended film and filmstrips							
7. Games focusing on negotiation skills							
8. Brainstorming							
9. Play media							
10. "Who owns the problem" from P.E.T. and S.T.E.P.							
11. Exploring alternatives and subsequent consequences							
12. Speakers who work with conflict resolution							
13. Getting in touch with feelings							
14. Time management skills							
15. Communication skills considering the developmental level of students							

Student Outcome	Existing activities related to this outcome						
6. Schools will provide students an opportunity to learn problem solving and decision making techniques which contribute to personal growth, continuous learning and coping skills.							
Suggested activities/topics:	K	1	2	3	4	5	6
1. Teach problem solving skills							
2. Teach decision making processes							
3. Adopt the skills and strategies from such programs as P.E.T. and S.T.E.P.							
4. Work with "value clarification"							
5. Games							
6. Role playing							
7. Peer modeling							
8. Student involvement in making school rules							
9. Relaxation tapes and exercises							
10. Visual aids							
11. Open-ended films							
12. Brainstorming							
13. Understanding feelings							
14. Play media							
15. Time management							
16. Speakers							

Student Outcome	Existing activities related to this outcome						
7. Schools will provide students an opportunity to identify their abilities, analyze their achievements and explore their interests while developing positive attitudes and values toward career/life planning and the world of work.							
Suggested activities/topics:	K	1	2	3	4	5	6
1. Career education filmstrips							
2. Charted ability/qualification information							
3. Career education listening tapes							
4. Library books and poster information							

Student Outcome	Existing activities related to this outcome						
8. Schools will provide students an opportunity to understand the roles of various business, community and government agencies and learn how to use their services.							
Suggested activities/topics:	K	1	2	3	4	5	6
1. Field trips to multi-occupational facilities (hospital, large motor inn) and agencies (court house, city hall)							
2. Guest speakers a. Instruct students in how to use services 1) 911 emergency phone number 2) Media information							
3. Service vehicle demonstrations (fire, police, ambulance)							

Student Outcome	Existing activities related to this outcome						
9. Schools will provide students an opportunity to develop an awareness of career/vocational interest areas and consider the abilities necessary for each given cluster.							
Suggested activities/topics:	K	1	2	3	4	5	6
1. Guest Speakers a. Educational background and qualifications for his/her career b. Advantages and disadvantages of the job c. Tools/equipment d. Visual aids e. Hands-on experiences where applicable f. Female and male to discuss each job							
2. Classroom simulated experiences							
3. Requirement for given career a. Charts b. Information posters or sheets c. Individual ability checklists							
4. Discussions to eliminate sex stereotyping and racial/ethnic group stereotyping of jobs							

Student Outcome	Existing activities related to this outcome						
10. Schools will provide an opportunity to develop career awareness coordinated with the regular curriculum while developing positive attitudes and values toward career/ life planning and the world of work.							
Suggested activities/topics:	K	1	2	3	4	5	6
1. Multi-occupation field trip for curriculum oriented clusters							
2. Community speakers a. business b. industry c. government							
3. Parent speakers a. career b. leisure 1) hobby 2) profit							
4. Demonstration activities							
5. Hands-on activities							

VII

BUSINESS, INDUSTRY AND COMMUNITY RESOURCES

It is important to understand that not all learning occurs within the four walls of the classroom. Many community persons possess knowledge and skills which they would be happy to share with young people. In developing guidance and counseling programs, ways should be sought to bring the educational and business communities together in common activities. Many career development activities can be facilitated by bringing community people into the school, while others can best be achieved by taking the students into the community.

It may be well to consider establishing an advisory council for district guidance and counseling program development. Perhaps existing committees such as the Business Education Committee or the Accountability Committee may serve this function. In any case, sufficient opportunity for community input and participation should be provided.

Since schools cannot provide all the services individuals need, students should be aware of the various agencies which provide assistance and guidance. Young people need to know the scope of these services and how one may access such services.

Throughout this Plan the team approach is emphasized. This teaming is critical in the resource area. No school possesses all of the resources - either human or material - to serve the needs of students, staff and community.

USE OF RESOURCES

Each guidance department should maintain a file of human resources who may be contacted for purposes of student referral, assistance with classroom activities, additional information, or other collaborative processes. A suggested format for maintaining such a resource file would include the following index card:

Resource Area _____

Organization or Agency _____

Address _____ Phone _____

City _____ State _____ Zip _____

Name of Contact Person _____

Nature of resource or service(s) available:

The following list is offered as suggested resource areas which may be appropriate for such a file:

1. Guest Speakers
2. Consultants
3. Alternative Education Options
4. Law Enforcement Agencies
5. Social Services/Employment
6. Job Service/Employment
7. Drug/Alcohol Abuse
8. Child Abuse
9. Sex-related Problems
10. Mental Health
11. Service Clubs
12. Community Organizations
13. Religious Organizations
14. Business/Industry
15. Media
16. Labor Unions/Apprenticeships
17. Vocational Guidance Specialists/Job Developers
18. Local Teachers/Educators
19. Colleges/Universities
20. Government Agencies (Local, State, Federal)
21. Legislative/Legal
22. Professional Organizations
23. Medical/Health
24. Tests
25. Guidance Material Sources
26. Research
27. Military Recruiters
28. Funding Services
29. Innovative Programs
30. Other Schools/Districts

VIII

PLANNING SHEETS

The Planning Sheets are to be used to answer the two questions: "Where are we?" and "Where do we want to go?" Using a needs assessment process, each district or building should assess the needs of the school or community by contacting students, parents, community members and educators. Using the student outcome worksheets and the program component worksheets, needs may be identified. In addition, a survey, questionnaire, or conference format may be helpful in ascertaining needs that should be assessed. In using the Planning Sheet you may proceed through the following steps:

1. Needs assessment: write the identified need at the top of the page.

2. Review both the Student Outcomes and the Program Components to see if any of these represent needs to be addressed. If so, write these as goals for any need to which they pertain.

3. Use follow-up data to identify any needs or goals that should be included in the program design.

4. For each goal to be addressed, determine how the achievement of the goal will be evaluated and write the evaluation strategy to be used on the Planning Sheet.

5. Complete the Planning Sheet by indicating those activities which will be implemented to meet the needs outlined and to achieve the goals listed.

6. With each activity, indicate who will be responsible for the completion of the activity, what the time frame will be, and any resources (budget, materials, equipment and personnel) that will be needed in order to satisfactorily carry out the activity.

Cooperative planning is preferable to individual planning. When possible involve other building staff, an advisory committee, central administration, Board of Education, and other community members. If it is necessary to get decision makers to sign off on your plan, be sure to do so at the appropriate time.

A word about public relations at this point: as you prepare to implement changes or a new program, keep your public informed. They should be informed prior to implementation, and after the completion of the program. Following completion of the program, information about effectiveness and evaluation should be shared along with future plan for revision or continuation.

PLANNING SHEET

Need: _____

_____

Goal: _____
(May relate to either a Program Component or a Student Outcome)

_____

Evaluation Strategy: _____

_____

Activities	Who	When	Resources Needed (Be creative and realistic)

MONTHLY CALENDAR WORKSHEET

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

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APPENDICES

A.

COLORADO ADVISORY COUNCIL FOR GUIDANCE, COUNSELING, PLACEMENT

The Colorado Advisory Council for Guidance, Counseling, and Placement was formed by joint action of the Colorado Department of Education and the State Board for Community Colleges and Occupational Education. This council serves the following purposes:

A. To assist the guidance and placement personnel of the Colorado Department of Education and the State Board for Community Colleges and Occupational Education in effective and efficient operational practices.

B. To advise the Commissioner and State Board of Education as well as the Director and State Board for Community Colleges and Occupational Education on guidance, counseling, and placement related matters.

C. To encourage support for unified efforts in guidance, counseling, and placement programs in the State of Colorado.

D. To initiate studies and recommendations related to guidance, counseling, and placement.

E. To serve as a clearinghouse for guidance, counseling, and placement related reports and recommendations directed to either the Colorado Department of Education or the State Board for Community Colleges and Occupational Education.

On the following page is a list of the Advisory Council Members as of December, 1981. Concerns regarding guidance, counseling, and placement issues should be communicated to these representatives.

The Unified State Plan for Guidance, Counseling, and Placement in Colorado was approved by the Colorado Advisory Council for Guidance, Counseling, and Placement on November 6, 1981.

MEMBERSHIP OF THE

JOINT ADVISORY COUNCIL FOR GUIDANCE, COUNSELING AND PLACEMENT

(December 1981)

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Littleton, Colorado 80120.

B.

OCCUPATIONAL CLUSTERS

OCCUPATIONAL CLUSTERS

A. Agribusiness and Natural Recourses (AN)

1. Support and Regulations
2. Research
3. Forestry
4. Land and Water Management
5. Fisheries and Wildlife
6. Mining and Quarrying
7. Petroleum and Related Products
8. Productive Agriculture
9. Processing and Marketing
10. Service

B. Business and Office (BO)

1. Accounting
2. Computer
3. Secretarial Science
4. Management
5. Personnel
6. Finance Insurance Real Estate
7. Office (Clerical)

C. Consumer/Homemaking Education (CH)

1. Food
2. Housing and Household Equipment
3. Textile and Clothing
4. Family Economics and Home Management
5. Family Relations and Child Development
6. Extension Service

D. Construction (CR)

1. Wood
2. Metal
3. Masonry
4. Electrical
5. Finishing
6. Heavy Equipment Operations
7. Engineering and Support Services

E. Communications and Media (CM)

1. Journalism
2. Motion Pictures
3. Telephone and Telegraph
4. Recording Industry
5. Radio and Television Broadcasting
6. Satelite and Lazer Transmissions

F. Environment (EV)

1. Pollution Prevention and Control
2. Disease Prevention
3. Environmental Planning
4. Resource Control

G. Fine Arts and Humanities (FH)

1. The Visual Arts
2. The Preforming Arts
3. Occupations in Writing
4. Architecture
5. Religion and Theology
6. Languages and Linguistics
7. History and Museums

H. Health (HL)

1. Mental Health and Mental Health Services
2. Medical and Biological Science Services
3. Dentistry and Dental Science Services
4. General Hospital and Medical Office Related Occupations
5. Medical Emergency Services
6. Administration of Health Services
7. Personal and Community Health Services
8. Pharmaceutical Science and Services
9. Professional Medical Supportive Personnel
10. Medical Professions

I. Hospitality and Recreation (HR)

1. Commercial and Non-Commercial Travel Bureaus
2. Travel Agencies
3. Transportation
4. Public Industrial and Private Recreation
5. Recreation concerned with Natural Resources

J. Manufacturing (MG)

1. Management
2. Scientist
3. Engineers
4. Technicians
5. Craftsmen
6. Skilled Workers
7. Semi-skilled Workers
8. Unskilled Workers

K. Marine Science (MS)

1. Research
2. Mineral and Chemical Extraction
3. Off Shore Drilling
4. Fishing
5. Aquaculture
6. Marine Technology and Engineering
7. Surface and On Shore Support

L. Personal Services

1. Domestic Services
2. Lodging and Related Services
3. Barbering, Cosmetology and Related Services
4. Dry Cleaning, Laundry and Apparel Services
5. Stewards, Attendants and Misc Personal Service
6. Domestic Animal CAre
7. Food and Beverage Preparation and Service

M. Public Services (PS)

1. Administration and Regulatory Services
2. Urban Development
3. Education
4. Protective Services
5. Post Office
6. Public Utilities
7. Public Health
8. Labor Affairs
9. Public Transportation
10. Social Services Rehabilitation Correction
11. Parks and Recreation

N. Marketing and Distribution (MD)

1. Marketing Management
2. Market Research and Analysis
3. Purchasing
4. Sales, Promotion and Training
5. Selling
6. Physical Distribution
7. Related Business Services

O. Transportation (TR)

1. Highway Transportation
2. Rail Transportation
3. Airborne Transportation
4. Pipeline Transportation
5. Water Transportation